



# Ray Elementary School

Ray Unified District

675 Senator Chastain Drive, Kearny, AZ 85237

Mailing Address: P.O. Box 427, Kearny, AZ 85237-0427

ARIZONA  
School Report Card  
2001-02

**Principal:** Mr. Curt Cook

**Schedule:** 8:00 AM to 4:00 PM

**Web Address:** Unpublished or Unavailable

**E-mail:** cccook572000@yahoo.com

**Grades:** 5-8

**2001 Enrollment:** 219

**Phone:** (520) 363-5511 x 211

**Fax:** (520) 363-5005

## ▼ School Overview ▼

### Mission

Ray Elementary School is dedicated to being responsive to the educational needs/values/aspirations of the community's citizens and believes that our school plays an important role in helping to improve its quality of life. All students will be provided with an equal opportunity to learn, develop and succeed to their fullest capacity. The dignity, worth and uniqueness of each individual and their heritage will be respected and preserved.

### Organization and Philosophy

- w Traditional/Self-contained Classrooms
- w Departmentalized Classes
- w Team Planning
- w Team Teaching

### School/Academic Goals

- w Increase essential skill mastery for all students by 10%.
- w Students with special needs will demonstrate progress in accomplishing the goals of their individual educational plans (IEP).
- w Provide technology training for teachers for the integration of technology into our curriculum.
- w Meet or exceed state averages for AIMS (Arizona's Instrument to Measure Standards).

### Instructional Programs

- w Music (5-6)
- w ESL
- w Gifted
- w On-site Special Education
- w Accelerated Reader Program
- w Band/Art (5-8)
- w Substance Abuse Prevention
- w Computers

### Enrollment

October 1, 2000 School Year Student Enrollment:	233
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	25

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 2 Non-certified Employee(s)  
 2 Teacher(s)  
 2 Parent(s)  
 2 Community Member(s)  
 0 Student(s)

### Council Duties

w Curriculum Development  
 w School Safety Issues  
 w Textbook Selection  
 w Parent/Educator Relations  
 w Extracurricular Activities  
 w Technology

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
Other Professional Staff	2.00	Teacher Aide	6.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	6	0	0	0
7 to 9 years	0	0	0	0
10 or more years	10	1	0	0

## ▽ Shared Responsibilities ▽

### School

Ray Elementary assumes the responsibility of providing information to parents about the school by distributing school handbooks to the parents of all students. It is also the responsibility of the school to provide a safe environment where all students can be educated academically and socially, so as to become productive citizens.

### Parents

The school expects parents to cooperate in the district's educational effort by ensuring maximum attendance of their children, by requiring that their children cooperate in the educational endeavor of the district and by fostering an attitude in their children that recognizes the importance of education.

## ▽ Transportation Policy ▽

Transportation of students is a privilege extended to students in the school district and is not a statutory requirement except for necessary transportation of handicapped students. Transportation will be provided to students who live more than one mile from school and to students living within a mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided.

## ∨ Calendar Information ∨

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/15/01
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/24/02
<b>Operates on Traditional Schedule</b>			

### Report Card Release Dates

10/24/01	1/7/02	3/14/02	5/29/02
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### Additional Calendar/Report Card Information

## ∨ Resources Available at School Site ∨

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Computer Lab	W Media & Resource Center
W Science Lab	W Band and Physical Education Complex

### Extracurricular Activities

W Science Olympiad	W SEATS Gifted Program
W Athletics	W Student Government
W Cheerleading	W Yearbook
W Accelerated Reader Program	

### School/Community Resources

W Decision-making Skills	W Breakfast/Lunch Program
W School Resource Officer	W Counseling Services
W Crisis Intervention	W Prenatal/Parenting Assistance
W College Classes	W Recreational Activities

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- W AIMS and Stanford 9 Test scores for Ray students are among the highest for Pinal County schools.
- W Students at Ray Elementary School have shown significant gains in reading achievement scores over the last three years. The development of the Accelerated Reader Program has contributed to grade-level improvement and increased reading comprehension.
- W Student-Athletes at Ray Elementary School have demonstrated good sportsmanship principles and winning traditions in the areas of football, basketball, wrestling and softball. Our seventh grade boys basketball team is the defending league champion.

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.3 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	16.7 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.0 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	6.8 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	95.5 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	4.5 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	NA			11.1 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Pinal County Star School	1997
Science Olympiad - 1st Place	1999
Science Olympiad - 2nd Place	1999

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results<sup>1</sup>, 2000-01

Grade 5		Number Tested	MS	FFB	A	M	E
Reading	School	55	497	21%	36%	36%	5%
	State	63518	503	22%	24%	41%	14%
Writing	School	56	494	19%	37%	35%	7%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	60	501	3%	45%	21%	30%
	State	63873	487	17%	43%	12%	29%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 8

Reading	School	48	498	16%	35%	43%	4%
	State	56652	505	23%	20%	40%	17%
Writing	School	46	489	10%	47%	39%	2%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	46	449	39%	50%	8%	2%
	State	56871	454	43%	40%	12%	6%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
5	Reading	89	47	50	87	44	51	100	41	51	95	53	51	90	43	51
	Language	89	35	40	87	37	42	100	35	44	93	44	45	87	41	45
	Mathematics	96	66	47	86	63	51	100	54	54	93	62	55	88	61	57
6	Reading	96	44	52	96	46	53	100	42	54	90	45	53	91	60	54
	Language	100	26	40	100	36	41	100	39	44	88	37	44	94	43	45
	Mathematics	100	59	54	100	71	57	100	67	59	92	67	60	94	70	63
7	Reading	95	43	52	88	41	52	100	44	53	98	50	52	100	52	53
	Language	91	36	49	92	33	52	98	48	54	96	52	54	96	62	55
	Mathematics	97	57	50	88	61	53	97	68	55	98	63	56	100	65	58
8	Reading	91	47	54	82	37	54	95	44	54	100	49	53	91	46	55
	Language	90	41	45	85	19	46	95	30	49	100	45	49	91	39	50
	Mathematics	82	52	50	82	47	52	95	56	54	100	57	56	89	57	58

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 4-5</b>	<b>70</b>	<b>71</b>
<b>Grades 5-6</b>	<b>82</b>	<b>89</b>
<b>Grades 6-7</b>	<b>76</b>	<b>68</b>
<b>Grades 7-8</b>	<b>72</b>	<b>64</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

The Ray Unified District has established a Crisis Management Program. Each school has established procedures to follow in the event of a school crisis. Staff and students are trained in their roles. The school also has a zero-tolerance program in place for school violence, drugs, weapons and alcohol. Ray schools offer behavioral assistive programs for students. School safety issues are addressed periodically, by administration, staff, site council and maintenance employees.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

2

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 1999-2000	NDS	NDS

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$40,011.32 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

One hundred percent of the funds were used for classroom teacher salaries. Funding boosted staff morale and enabled the district, which is in a declining enrollment situation, to maintain its existing staffing pattern.

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Curt Cook	(520) 363-5511	213
<b>Transportation Policy</b>	Gary Hannah	(520) 363-5515	202
<b>Community Resources</b>	Curt Cook	(520) 363-5511	213
<b>School Nutrition Programs</b>	Vickie LeChuga	(520) 363-5515	216
<b>Parent Organization</b>	Academic/Athletic Boosters	(520) 363-5512	211
<b>Student Health/Nurse</b>	Sherry Ortiz	(520) 363-5527	207

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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